What Works in Student Retention?

Fourth National Survey

Four-Year Colleges and Universities with Twenty Percent or More Black Students Enrolled*

ACT, 2010

* Revisions were made to data in tables A1 and A3 as of November 3rd, 2010.

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This report is the culmination of a two-year project directed by a four-member planning team. Inquiries may be directed to any member of the team.

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ACT's What Works in Student Retention
2010 Study

Four-Year Colleges and Universities with Twenty Percent or More Black Students Enrolled

This report presents the findings for four year colleges and universities with twenty percent or more Black students enrolled that participated in ACT's 2010 *What Works in Student Retention* survey. The report contains information pertinent to only these institutions. For more information concerning the history of ACT's involvement in retention research; various aspects of the study's methodology (e.g., database, administration, etc.); response rates by type of institution; findings for background information; and retention and degree-completion rates for other types of institutions, the reader is directed to the *Report for All Colleges and Universities*. In that report, the reader will find data for community colleges, private four-year colleges and universities, and public four-year colleges and universities. More in-depth information can be found for each of these types of institutions in their respective executive summaries.

A copy of the survey instrument to which all colleges and universities in this study responded can be found in Appendix B of this report. The survey was mailed to the Chief Academic Affairs Officers at 3,360 colleges and universities. A total of 1,104 responses were received. Of those schools, 95 were from four-year colleges or universities enrolling ≥ 20% Black students. Findings for those 95 are presented in this report.

Section I: Background Information

In Section I, the full base of respondents and computed percentages were based on the number of individuals responding to each item unless otherwise noted with the inclusion of the word "blank," in which case blanks were included in the total number of respondents for the item.

- Almost three-fourths (74%) of the respondents from these schools indicated there was a person on their campus responsible for retention efforts, while 26% indicated there was not. Very few picked any one of the 13 titles listed for these individuals; the highest percentages, 18% and 15%, selected Director and Assistant/Associate Provost, respectively.

- Over half (57%) of the colleges offered at least some undergraduate credit hours through online instruction. Of the total group offering online instruction, 19% offered 15% or more of their total undergraduate hours online.

- Articulation agreements were most frequently reported as the transfer enhancement programs in which the colleges participated with 65% having such agreements with selected colleges, 21% having such agreements statewide, 19% having such agreements with a select group or consortium of colleges, and 18% having such agreements system-wide.

  Next most commonly reported were transfer enhancement programs through course applicability systems. Twenty-eight percent of the colleges reported participation with a selected group or consortium of colleges, 20% statewide and 17% system-wide.

  Less commonly selected was the common course numbering system with 19% selecting statewide, 16% selecting system-wide, and 13% selecting with selected colleges.

Q1. Is there a person on your campus who is responsible for the coordination of retention programs?

yes	73.7%
no	26.3%
no response	0.0%

Q2. What title most closely approximates that of the individual?

Director	17.9%
Assistant/Associate Provost	14.7%

Q3. Approximately what percentage of your undergraduate credit hours is offered through online instruction?

0%	15.8%
1% - 5%	25.3%
6% - 14%	21.1%
15% - 29%	6.3%
30% - 100%	4.2%
don't know/ unavailable/ blank	27.4%

Q4. Check all* of the transfer enhancement programs below in which your institution participates.

A. Common course numbering system…

with selected colleges	12.6%
with a selected group or consortium of colleges	5.3%
system-wide	15.8%
statewide	19.0%
none of the above	49.5%

* Multiple responses are possible.
Percentages do not sum to 100%.

B. Articulation agreements…

with selected colleges	65.3%
with selected group or consortium of colleges	19.0%
system-wide	17.9%
statewide	21.1%
none of the above	5.3

*Multiple responses possible.
Percentages do not sum to 100%.

C. Course applicability system…

with selected group or consortium of colleges	28.4%
system-wide	16.8%
statewide	20.0%
multi-state system	5.3%
none of the above	26.3%

*Multiple responses possible.
Percentages do not sum to 100%.

Section II: Retention and Degree-Completion Rates

In Section II, the full base of respondents and computed percentages were based on the number of individuals responding to each item unless otherwise noted with the inclusion of the word "blank," in which case blanks were included in the total number of respondents for the item.

- One quarter reported not having a goal for first-year to second-year retention, while over half (55%) did. The mean and median retention rates were quite similar at 66% and 68%, respectively. The timeframes most frequently selected for achieving the retention goals were three years (16%) and two years and five years, both 11%.

- Using a six-year timeframe for four-year colleges and universities, the mean degree completion rate was 42%, and the median was 39%. Half of the colleges and universities (51%) had a specific goal for their student degree-completion rate, while 25% did not. For those that did have a goal, the mean was 54% and the median was 50%. The most frequently selected timeframes were five years, selected by 17% of the respondents and three years selected by 11%.

Q1. What is your institution's current first-year to second-year retention rate for first-time, full-time students?

N	83
Mean	65.6
25th percentile	57.0
Median	68.0
75th percentile	76.0

don't know/unavailable/ blank

N	9
%	9.5%

Q2. Does your institution have a specific goal for its first-year to second-year retention rate?

a. no	25.3%
b. don't know/unavailable/ blank	20.0%
c. yes	54.7%

If yes: The goal for the student retention rate (% of students who will be retained – not percent increase) and the schedule for achieving that goal are:

d. Retention rate goal

N	51
Mean	77.7
25th percentile	73.0
Median	80.0
75th percentile	80.0

e. Timeframe for achieving that goal

no specific timeframe	1.1%
one year	7.4%
two years	10.5%
three years	15.8%
four years	6.3%
five years	10.5%
more than five years	2.1%
no response	46.3%

Q3. Assuming a six-year timeframe for four-year institutions, what is your institution's current student degree-completion rate?

N	77
Mean	42.4
25th percentile	33.0
Median	39.0
75th percentile	49.0

don't know/unavailable/ blank

N	14
%	14.7%

Q4. Does your institution have a specific goal for its student degree-completion rate (six-year graduation timeframe for four-year institutions)?

a. no	24.2%
b. don't know/unavailable/ blank	25.3%
c. yes	50.5%

If yes, the goal for the student degree completion rate (% of students who complete degrees-not percent increase) and the schedule for achieving that goal are:

d. Degree-completion goal

N	49
Mean	54.0
25th percentile	46.0
Median	50.0
75th percentile	60.0

e. Timeframe for achieving that goal

no specific timeframe	3.2%
one year	2.1%
two years	6.3%
three years	10.5%
four years	5.3%
five years	16.8%
more than five years	6.3%
no response	49.5%

Section III: Factors Affecting Student Attrition at Your School

Section III contained a list of 42 student and institutional characteristics or factors that can affect student attrition. Respondents were asked to rate the degree to which these factors affected attrition at their school on a five-point scale where 5=major effect, 3=moderate effect, and 1=little or no effect. All 42 items are listed, in numeric order, along with means for each in Appendix A, Table A1 following this report. Observation of the mean distribution was used to determine where reporting breaks were to be made.

Tables I and II contain the attrition factors with the highest and lowest means, respectively, for colleges and universities enrolling ≥ 20% Black students.

Table I: Attrition Factors with Highest Means (≥ 20% Black four-year)

Item #	Item	Mean
20	adequacy of personal financial resources	4.23
2	level of student preparation for college-level work	4.12
31	student study skills	3.96
10	amount of financial aid available to students	3.94
9	student low socio-economic status	3.89
36	student family responsibilities	3.73

Table II: Attrition Factors with Lowest Means (≥ 20% Black four-year)

Item #	Item	Mean
3	relevancy of curricula	2.47
35	rules and regulations governing student behavior	2.33
22	student physical health issues	2.28
26	programs to support students' transition to residence hall living	2.28
40	distance from students' permanent homes	2.24
39	cultural activities	2.20
37	campus safety and security	2.17

Section IV: On-Campus Retention Practices

A list of 94 programs, services, curricular offerings, and interventions, each of which may make a contribution to student retention, was presented in Section IV. For this report, these will be referred to as "practices." Observation of the mean distribution was used to determine where reporting breaks were to be made. The incidence rate is the percent of campuses offering or providing a given practice.

Respondents were first asked to indicate if the practice was offered at their college. If the practice was offered, they were asked to then indicate the degree of contribution the practice made to retention on their campus using a five-point scale where 5=major contribution, 3=moderate contribution, and 1=little or no contribution. All 94 items are listed, in numeric order, along with incidence rates and means for each in Appendix A, Table A2.

Tables III and IV contain results on the institution practices with the highest and lowest incidence rates reported by respondents from colleges and universities with ≥ 20% Black students.

Table III: Practices with Highest Incidence Rates (≥ 20% Black four-year)

Item #	Item	Incidence Rates
48	tutoring	94%
34	internships	92%
64	faculty use of technology in teaching	91%
85	college-sponsored social activities	86%
36	individual career counseling	85%
45	writing center/lab	84%
24	mandated placement of students in courses based on test scores	84%
87	student leadership development	83%
69	pre-enrollment financial aid advising	82%
65	faculty use of technology in communicating with students	82%
57	library orientation, workshop, and/or course	81%
41	remedial/developmental coursework (required)	80%
9	training for faculty academic advisors	79%
1	summer orientation	77%
63	assessing student performance	77%
33	career exploration workshops or courses	77%
78	programs for honor students	76%

Table IV: Practices with Lowest Incidence Rates (≥ 20% Black four-year)

Item #	Item	Incidence Rates
68	enhanced/modified faculty reward system	24%
19	recognition/rewards for faculty academic advisors	24%
23	campus-wide assessment/audit of advising	24%
20	recognition/rewards for non-faculty academic advisors	23%
2	extended freshman orientation (non-credit)	21%
61	community member mentoring	18%
84	freshman interest groups (FIGS)	16%
4	freshman seminar/university 101 (non-credit)	16%
82	programs for other student sub-populations	11%
83	degree guarantee program	8%

Listed in Tables V and VI are the retention practices with the highest and lowest means, respectively.

Table V: Practices with Highest Means (≥ 20% Black four-year)

Item #	Item	Mean
82	programs for other student sub-populations	4.33
14	academic advising center	4.26
11	advising interventions with selected student populations	4.20
12	increased number of academic advisors	4.20
76	programs for first-generation students	4.15
40	summer bridge program	4.11
39	supplemental instruction	4.10
46	reading center/lab	4.10
13	integration of advising with first-year transition programs	4.08
43	comprehensive learning assistance center/lab	4.08
60	staff mentoring	4.06
78	programs for honor students	4.04
45	writing center/lab	4.03
48	tutoring	4.01
15	center(s) that integrates academic advising with career/life planning	4.01
68	enhanced/modified faculty reward system	4.00

Table VI: Practices with Lowest Means (≥ 20% Black four-year)

Item #	Item	Mean
16	assessment of faculty academic advisors	3.24
57	library orientation, workshop, and/or course	3.23
30	interest assessment	3.23
4	freshman seminar/university 101 (non-credit)	3.21
29	values assessment	3.19
32	personality assessment	3.16
28	learning styles assessment	3.11
89	health and wellness course/program	3.08
55	ESL program	2.97

Tables VII-IX contain the combination of practices that were highly rated by colleges with ≥ 20% enrolled Black students with the incidence rates of those practices. Table VII contains the percentages of those colleges that reported highly rated practices with incidence rates ≥81%. Table VIII contains the percentage of colleges/universities reporting highly rated practices with incidence rates between 36% and 68%. Table IX contains only one practice reported by institutions with a low incidence rate and highly rated practice, which was 11% and 4.33, respectively.

Table VII: Highly Rated Practices with High Incidence Rates (≥ 20% Black four-year)

Item #	Item	Incidence Rate	Mean
78	programs for honor students	76%	4.03
45	writing center/lab	84%	4.01
48	tutoring	94%	4.01
44	mathematics center/lab	71%	3.99
24	mandated placement of students in courses based on test scores	84%	3.96
69	pre-enrollment financial aid advising	82%	3.96
41	remedial/developmental coursework (required)	80%	3.88
50	early warning system	72%	3.87
87	student leadership development	83%	3.85

Table VIII: Highly Rated Practices with Moderate Incidence Rates (≥ 20% Black four-year)

Item #	Item	Incidence Rate	Mean
14	academic advising center	56%	4.26
11	advising interventions with selected student populations	68%	4.20
12	increased number of academic advisors	42%	4.20
76	programs for first-generation students	36%	4.15
40	summer bridge program	43%	4.10
39	supplemental instruction	65%	4.10
46	reading center/lab	38%	4.08
13	integration of advising with first-year transition programs	55%	4.08
43	comprehensive learning assistance center/lab	58%	4.06
25	recommended placement of students in courses based on test scores	54%	3.96
49	study skills course, program, or center	63%	3.92
59	faculty mentoring	49%	3.89
52	performance contracts for students in academic difficulty	53%	3.86
10	training for non-faculty academic advisors	58%	3.85
80	racial/ethnic minority students	43%	3.85
58	peer mentoring	58%	3.84
72	programs for adult students	38%	3.81

Table IX: Highly Rated Practices with Low Incidence Rates (≥ 20% Black four-year)

Item #	Item	Incidence Rate	Mean
82	programs for other student sub-populations	11%	4.33

Section V: Top Three Retention Practices

In Section V, colleges were asked to review the pool of 94 practices presented in Section IV and identify the three that made the greatest contribution to retention on their campus. Only eight practices were chosen by 10% or more of the institutions as among the top three; those eight practices are shown in Table X.

Table X: Three Practices Making the Greatest Contribution to Retention (≥ 20% Black four-year)

Item #	Item	Percent in Top Three
5	freshman seminar/university 101 (credit)	27%
50	early warning system	17%
24	mandated placement of students in courses based on test scores	16%
48	tutoring	16%
11	advising interventions with selected student populations	14%
39	supplemental instruction	14%
62	instructional (teaching) techniques	13%
14	academic advising center	12%

Appendix A

Data for Four Year Colleges and Universities with ≥ 20% Black Student Enrollment

Table A1: Means for All Attrition Factors; All Items in Item Number Order

Table A2: Contribution Means and Percentages Using for all Programs, Services, Curricular Offerings, and Interventions; All Items in Item Number Order

Table A3: Programs, Services, Curricular Offerings, and Interventions; Top Three Selected by Fewer than Ten Percent of Colleges; Listed by Percentage from Highest to Lowest

Table A1

Means for All Attrition Factors

All Items in Item Number Order
Four-Year Colleges/Universities with ≥ 20% Black Student Enrollment

Item #	Item	Mean
1	student employment opportunities	2.99
2	level of student preparation for college-level work	4.12
3	relevancy of curricula	2.47
4	student access to needed courses in the appropriate sequence	2.62
5	student first-generation status	3.36
6	accuracy of information provided by academic advisors	2.76
7	availability of academic advisors	2.54
8	level of academic advisors' concern for students	2.79
9	student low socio-economic status	3.89
10	amount of financial aid available to students	3.94
11	student access to financial aid advising and information	3.11
12	ratio of loans to other forms of financial aid	3.28
13	level of student commitment to earning a degree	3.65
14	student-institution "fit"	2.87
15	level of certainty about career goals	3.06
16	extracurricular programs	2.53
17	student educational aspirations and goals	3.35
18	commuting/living off-campus	2.65
19	level of certainty about educational major	2.92
20	adequacy of personal financial resources	4.23
21	level of student motivation to succeed	3.68
22	student physical health issues	2.28
23	adequate academic/learning support services	2.86
24	level of emotional support from family, friends, and significant others	3.22
25	residence hall facilities	2.54
26	programs to support students' transition to residence hall living	2.28
27	level of job demands on students	3.57
28	quality of interaction between faculty and students	2.95
29	consistency of instructional quality	2.77
30	out-of-class interaction between students and faculty	2.68
31	student study skills	3.96
32	student engagement opportunities in the classroom (active learning)	3.14
33	quality of interaction between staff and students	2.77
34	student mental and emotional health issues	3.04
35	rules and regulations governing student behavior	2.33
36	student family responsibilities	3.73
37	campus safety and security	2.17
38	student peer group interaction	2.56
39	cultural activities	2.20
40	distance from students' permanent homes	2.24
41	level of intellectual stimulation or challenge for students	2.63
42	student personal coping skills	3.47

Table A2

Programs, Services, Curricular Offerings, Interventions
Percent Using and Contribution Mean

All Items in Item Number Order
Four-Year Colleges/Universities with ≥ 20% Black Student Enrollment

Item #	Item	Incidence Rate	Mean
1	summer orientation	77%	3.68
2	extended freshman orientation (non-credit)	21%	3.78
3	extended freshman orientation (credit)	34%	3.68
4	freshman seminar/university 101 (non-credit)	16%	3.21
5	freshman seminar/university 101 (credit)	73%	3.77
6	living/learning communities (residential)	39%	3.69
7	learning communities (non-residential)	28%	3.67
8	parent/family orientation	72%	3.48
9	training for faculty academic advisors	79%	3.69
10	training for non-faculty academic advisors	58%	3.85
11	advising interventions with selected student populations	68%	4.20
12	increased number of academic advisors	42%	4.20
13	integration of advising with first-year transition programs	55%	4.08
14	academic advising center	56%	4.26
15	center(s) that integrates academic advising with career/life planning	29%	4.00
16	assessment of faculty academic advisors	32%	3.24
17	assessment of non-faculty academic advisors	38%	3.71
18	application of technology to advising	59%	3.31
19	recognition/rewards for faculty academic advisors	24%	3.39
20	recognition/rewards for non-faculty academic advisors	23%	3.33
21	specified student learning outcomes (syllabus) for advising	36%	3.47
22	online advising system	29%	3.33
23	campus-wide assessment/audit of advising	24%	3.39
24	mandated placement of students in courses based on test scores	84%	3.96
25	recommended placement of students in courses based on test scores	54%	3.96
26	diagnostic academic skills assessment	59%	3.78
27	outcomes assessment	72%	3.39
28	learning styles assessment	38%	3.11
29	values assessment	28%	3.19
30	interest assessment	47%	3.23
31	vocational aptitude assessment	26%	3.32
32	personality assessment	26%	3.16
33	career exploration workshops or courses	77%	3.55
34	internships	92%	3.71
35	cooperative education	37%	3.71
36	individual career counseling	85%	3.58

Item #	Item	Incidence Rate	Mean
37	computer-assisted career guidance	55%	3.35
38	job shadowing	29%	3.64
39	supplemental instruction	65%	4.10
40	summer bridge program	43%	4.10
41	remedial/developmental coursework (required)	80%	3.88
42	remedial/developmental coursework (recommended)	38%	3.72
43	comprehensive learning assistance center/lab	58%	4.06
44	mathematics center/lab	71%	3.99
45	writing center/lab	84%	4.01
46	reading center/lab	38%	4.08
47	foreign language center/lab	42%	3.35
48	tutoring	94%	4.01
49	study skills course, program, or center	63%	3.92
50	early warning system	72%	3.87
51	mid-term progress reports	74%	3.69
52	performance contracts for students in academic difficulty	53%	3.86
53	organized student study groups	31%	3.76
54	service learning program	51%	3.44
55	ESL program	35%	2.97
56	online learning support	36%	3.69
57	library orientation, workshop, and/or course	81%	3.23
58	peer mentoring	58%	3.84
59	faculty mentoring	49%	3.89
60	staff mentoring	31%	4.04
61	community member mentoring	18%	3.47
62	instructional (teaching) techniques	72%	3.53
63	assessing student performance	77%	3.56
64	faculty use of technology in teaching	91%	3.67
65	faculty use of technology in communicating with students	82%	3.64
66	writing across the curriculum	53%	3.42
67	interdisciplinary courses	61%	3.31
68	enhanced/modified faculty reward system	24%	4.00
69	pre-enrollment financial aid advising	82%	3.96
70	workshops in money management	51%	3.36
71	short-term loans	48%	3.56
72	programs for adult students	38%	3.81
73	programs for commuter students	31%	3.52
74	programs for ESL students	32%	3.45
75	programs for female students	32%	3.83
76	programs for first-generation students	36%	4.15
77	programs for gay/lesbian/bisexual/transgender students	28%	3.31
78	programs for honor students	76%	4.03
79	programs for international students	60%	3.71
80	programs for racial/ethnic minority students	43%	3.85
81	programs for veterans	32%	3.76
82	programs for other student sub-populations	11%	4.33
83	degree guarantee program	8%	3.75
84	freshman interest groups (FIGS)	16%	3.69

Item #	Item	Incidence Rate	Mean
85	college-sponsored social activities	86%	3.65
86	diversity information/training	55%	3.33
87	student leadership development	83%	3.85
88	time management course/program	52%	3.63
89	health and wellness course/program	66%	3.08
90	personal coping skills course/program	44%	3.47
91	motivation and goal setting workshop/program	53%	3.67
92	residence hall programs	71%	3.56
93	fraternities/sororities	67%	3.67
94	required on-campus housing for freshmen	44%	3.54

Table A3

Programs, Services, Curricular Offerings, and Interventions
Top Three Selected by Fewer than Ten Percent of Colleges

Listed by Percentage from Highest to Lowest
Four-Year Colleges/Universities with ≥ 20% Black Student Enrollment

Item #	Item	% Selecting as One of Top Three Practices
7	learning communities (non-residential)	9%
41	remedial/developmental coursework (required)	9%
58	peer mentoring	9%
6	living/learning communities (residential)	8%
1	summer orientation	6%
3	extended freshman orientation (credit)	6%
34	internships	6%
40	summer bridge program	6%
69	pre-enrollment financial aid advising	6%
12	increased number of academic advisors	5%
13	integration of advising with first-year transition programs	5%
51	mid-term progress reports	5%
59	faculty mentoring	5%
85	college-sponsored social activities	5%
2	extended freshman orientation (non-credit)	4%
9	training for faculty academic advisors	4%
43	comprehensive learning assistance center/lab	4%
44	mathematics center/lab	4%
45	writing center/lab	4%
49	study skills course, program, or center	4%
52	performance contracts for students in academic difficulty	4%
4	freshman seminar/university 101 (non-credit)	3%
8	parent/family orientation	3%
10	training for non-faculty academic advisors	3%
15	center(s) that integrates academic advising with career/life planning	3%
27	outcomes assessment	3%
33	career exploration workshops or courses	3%
36	individual career counseling	3%
54	service learning program	3%
78	honor students	3%
94	required on-campus housing for freshmen	3%
16	assessment of faculty academic advisors	1%
25	recommended placement of students in courses based on test scores	1%
32	personality assessment	1%
42	remedial/developmental coursework (recommended)	1%
55	ESL program	1%
56	online learning support	1%
64	faculty use of technology in teaching	1%
66	writing across the curriculum	1%
70	workshops in money management	1%

Item #	Item	% Selecting as One of Top Three Practices
72	adult students	1%
79	international students	1%
80	racial/ethnic minority students	1%
87	student leadership development	1%
17	assessment of non-faculty academic advisors	0%
18	application of technology to advising	0%
19	recognition/rewards for faculty academic advisors	0%
20	recognition/rewards for non-faculty academic advisors	0%
21	specified student learning outcomes (syllabus) for advising	0%
22	online advising system	0%
23	campus-wide assessment/audit of advising	0%
26	diagnostic academic skills assessment	0%
28	learning styles assessment	0%
29	values assessment	0%
30	interest assessment	0%
31	vocational aptitude assessment	0%
35	cooperative education	0%
37	computer-assisted career guidance	0%
38	job shadowing	0%
46	reading center/lab	0%
47	foreign language center/lab	0%
53	organized student study groups	0%
57	library orientation, workshop, and/or course	0%
60	staff mentoring	0%
61	community member mentoring	0%
63	assessing student performance	0%
65	faculty use of technology in communicating with students	0%
67	interdisciplinary courses	0%
68	enhanced/modified faculty reward system	0%
71	short-term loans	0%
73	commuter students	0%
74	ESL students	0%
75	female students	0%
76	first-generation students	0%
77	gay/lesbian/bisexual/transgender students	0%
81	veterans	0%
82	Other student sub-populations	0%
83	degree guarantee program	0%
84	freshman interest groups (FIGS)	0%
86	diversity information/training	0%
88	time management course/program	0%
89	health and wellness course/program	0%
90	personal coping skills course/program	0%
91	motivation and goal setting workshop/program	0%
92	residence hall programs	0%
93	fraternities/sororities	0%

Appendix B

What Works in Student Retention

Instrument

What Works in Student Retention?

Fourth National Survey

This study reiterates ACT's on-going commitment to help colleges and universities better understand the impact of campus practices on college student retention and persistence to degree attainment. Throughout the last three decades, ACT has conducted a number of research studies relevant to college student success. Postsecondary educators use the results from these research efforts to enhance the quality of programs leading to student success. These projects include, among others, the following.

- Three National Surveys on Retention: *What Works in Student Retention?*
- Six National Surveys on Academic Advising Practices
- Annual Report on National Retention and Persistence to Degree Rates

Your participation in this effort, the 4th National Survey on Retention, will make a significant contribution to a better understanding of retention practices.

Directions: Please complete each set of items on this survey, and then return your completed survey in the envelope provided or mail it to: ACT, Inc.; Survey Research Services 47; PO Box 168; Iowa City, IA 52243.

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SECTION I: BACKGROUND INFORMATION

1. Is there a person on your campus who is responsible for the coordination of retention programs?

☐ Yes ☐ No (Skip to Question 3.)

2. What title most closely approximates that of the individual? (Check only one.)

☐ Chief Executive/President
☐ Provost
☐ Associate/Assistant Provost
☐ Chief Academic Affairs Officer/Campus Dean
☐ Associate/Assistant Academic Affairs Officer
☐ Chief Student Affairs Officer
☐ Associate/Assistant Student Affairs Officer
☐ Chief Enrollment Management Officer
☐ Associate/Assistant Enrollment Management Officer
☐ Director
☐ Associate/Assistant Director
☐ Coordinator
☐ Specialist

3. Approximately what percentage of your undergraduate credit hours is offered through online instruction?

_____ % ☐ Don't know/Unavailable

4. Check all of the transfer-enhancement programs below in which your institution participates.

A. Common course numbering system
☐ With selected college(s)
☐ With selected group or consortium of colleges
☐ System-wide
☐ Statewide
☐ None of the above

B. Articulation agreements
☐ With selected college(s)
☐ With selected group or consortium of colleges
☐ System-wide
☐ Statewide
☐ None of the above

C. A course applicability system (any system that informs students on the applicability of credits earned at other institutions)
☐ With selected group or consortium of colleges
☐ System-wide
☐ Statewide
☐ Multi-state
☐ None of the above

SECTION II: RETENTION AND DEGREE-COMPLETION RATES

1. What is your institution's ***current*** **first-year to second-year retention rate** (for first-time, full-time students)?

_____ % (percent retained) ☐ Don't know/Unavailable

2. Does your institution have a specific **goal** for its **first-year to second-year retention rate**?

☐ No (Skip to Question 3.) ☐ Don't know/Unavailable (Skip to Question 3.)

☐ Yes→ If yes: The goal for the student retention rate (% of students who will be retained – not percent increase) and the schedule for achieving that goal are:

a. _____% (percent retained goal)

b. Timeframe for achieving that goal

☐ No specific timeframe
☐ One year
☐ Two years
☐ Three years
☐ Four years
☐ Five years
☐ More than five years

3. Assuming a 6-year timeframe for four-year institutions and a 3-year timeframe for two-year institutions, what is your institution's ***current*** **student degree-completion** rate?

_____ % (degree-completion rate) ☐ Don't know/Unavailable

4. Does your institution have a **specific goal** for its **student degree-completion rate** (6-year graduation timeframe for four-year institutions or 3-year graduation timeframe for two-year institutions)?

☐ No (Skip to Section III.) ☐ Don't know/Unavailable (Skip to Section III.)

☐ Yes→ If yes: The goal for the student degree completion rate (% of students who complete degrees – not percent increase) and the schedule for achieving that goal are:

a. _____% (degree-completion rate goal)

b. Timeframe for achieving that goal

☐ No specific timeframe
☐ One year
☐ Two years
☐ Three years
☐ Four years
☐ Five years
☐ More than five years

SECTION III: FACTORS AFFECTING STUDENT ATTRITION AT YOUR SCHOOL

This section contains a list of student and institutional characteristics or factors that can affect attrition.
To what degree does each factor affect attrition <u>at your school</u>?

5	4	3	2	1	Factors
☐	☐	☐	☐	☐	1. student employment opportunities
☐	☐	☐	☐	☐	2. level of student preparation for college-level work
☐	☐	☐	☐	☐	3. relevancy of curricula
☐	☐	☐	☐	☐	4. student access to needed courses in the appropriate sequence
☐	☐	☐	☐	☐	5. student first-generation status
☐	☐	☐	☐	☐	6. accuracy of information provided by academic advisors
☐	☐	☐	☐	☐	7. availability of academic advisors
☐	☐	☐	☐	☐	8. level of academic advisors' concern for students
☐	☐	☐	☐	☐	9. student low socio-economic status
☐	☐	☐	☐	☐	10. amount of financial aid available to students
☐	☐	☐	☐	☐	11. student access to financial aid advising and information
☐	☐	☐	☐	☐	12. ratio of loans to other forms of financial aid
☐	☐	☐	☐	☐	13. level of student commitment to earning a degree
☐	☐	☐	☐	☐	14. student-institution "fit"
☐	☐	☐	☐	☐	15. level of certainty about career goals
☐	☐	☐	☐	☐	16. extracurricular programs
☐	☐	☐	☐	☐	17. student educational aspirations and goals
☐	☐	☐	☐	☐	18. commuting/living off-campus
☐	☐	☐	☐	☐	19. level of certainty about educational major
☐	☐	☐	☐	☐	20. adequacy of personal financial resources
☐	☐	☐	☐	☐	21. level of student motivation to succeed
☐	☐	☐	☐	☐	22. student physical health issues
☐	☐	☐	☐	☐	23. adequate academic/learning support services
☐	☐	☐	☐	☐	24. level of emotional support from family, friends, and significant others
☐	☐	☐	☐	☐	25. residence hall facilities
☐	☐	☐	☐	☐	26. programs to support students' transition to residence hall living
☐	☐	☐	☐	☐	27. level of job demands on students
☐	☐	☐	☐	☐	28. quality of interaction between faculty and students
☐	☐	☐	☐	☐	29. consistency of instructional quality
☐	☐	☐	☐	☐	30. out-of-class interaction between students and faculty
☐	☐	☐	☐	☐	31. student study skills
☐	☐	☐	☐	☐	32. student engagement opportunities in the classroom (active learning)
☐	☐	☐	☐	☐	33. quality of interaction between staff and students
☐	☐	☐	☐	☐	34. student mental or emotional health issues
☐	☐	☐	☐	☐	35. rules and regulations governing student behavior
☐	☐	☐	☐	☐	36. student family responsibilities
☐	☐	☐	☐	☐	37. campus safety and security
☐	☐	☐	☐	☐	38. student peer group interaction
☐	☐	☐	☐	☐	39. cultural activities
☐	☐	☐	☐	☐	40. distance from students' permanent homes
☐	☐	☐	☐	☐	41. level of intellectual stimulation or challenge for students
☐	☐	☐	☐	☐	42. student personal coping skills

SECTION IV: ON-CAMPUS RETENTION PRACTICES

Listed below is a series of programs, services, curricular offerings, and interventions that may make a contribution to retention on your campus.
First indicate if the practice is or is not offered at your school.
Then, if a practice is offered, indicate the degree to which you think it contributes to retention <u>at your school</u>.

Programs, Services, Curricular Offerings, Interventions	Offered at Your Institution? No	Yes (Then, what degree of contribution to campus retention?)	Major Contribution to retention 5	4	Moderate Contribution to retention 3	2	Little or no Contribution to retention 1
First-Year Transition							
1. summer orientation	☐	☐	→ ☐	☐	☐	☐	☐
2. extended freshman orientation (non-credit)	☐	☐	→ ☐	☐	☐	☐	☐
3. extended freshman orientation (credit)	☐	☐	→ ☐	☐	☐	☐	☐
4. freshman seminar/university 101 (non-credit)	☐	☐	→ ☐	☐	☐	☐	☐
5. freshman seminar/university 101 (credit)	☐	☐	→ ☐	☐	☐	☐	☐
6. living/learning communities (residential)	☐	☐	→ ☐	☐	☐	☐	☐
7. learning communities (non-residential)	☐	☐	→ ☐	☐	☐	☐	☐
8. parent/family orientation	☐	☐	→ ☐	☐	☐	☐	☐
Academic Advising							
9. training for faculty academic advisors	☐	☐	→ ☐	☐	☐	☐	☐
10. training for non-faculty academic advisors	☐	☐	→ ☐	☐	☐	☐	☐
11. advising interventions with selected student populations	☐	☐	→ ☐	☐	☐	☐	☐
12. increased number of academic advisors	☐	☐	→ ☐	☐	☐	☐	☐
13. integration of advising with first-year transition programs	☐	☐	→ ☐	☐	☐	☐	☐
14. academic advising center	☐	☐	→ ☐	☐	☐	☐	☐
15. center(s) that integrates academic advising with career/life planning	☐	☐	→ ☐	☐	☐	☐	☐
16. assessment of faculty academic advisors	☐	☐	→ ☐	☐	☐	☐	☐
17. assessment of non-faculty academic advisors	☐	☐	→ ☐	☐	☐	☐	☐
18. application of technology to advising	☐	☐	→ ☐	☐	☐	☐	☐
19. recognition/rewards for faculty academic advisors	☐	☐	→ ☐	☐	☐	☐	☐
20. recognition/rewards for non-faculty academic advisors	☐	☐	→ ☐	☐	☐	☐	☐
21. specified student learning outcomes (syllabus) for advising	☐	☐	→ ☐	☐	☐	☐	☐
22. online advising system	☐	☐	→ ☐	☐	☐	☐	☐
23. campus-wide assessment/audit of advising	☐	☐	→ ☐	☐	☐	☐	☐
Assessment							
24. mandated placement of students in courses based on test scores	☐	☐	→ ☐	☐	☐	☐	☐
25. recommended placement of students in courses based on test scores	☐	☐	→ ☐	☐	☐	☐	☐
26. diagnostic academic skills assessment	☐	☐	→ ☐	☐	☐	☐	☐
27. outcomes assessment	☐	☐	→ ☐	☐	☐	☐	☐
28. learning styles assessment	☐	☐	→ ☐	☐	☐	☐	☐
29. values assessment	☐	☐	→ ☐	☐	☐	☐	☐
30. interest assessment	☐	☐	→ ☐	☐	☐	☐	☐
31. vocational aptitude assessment	☐	☐	→ ☐	☐	☐	☐	☐
32. personality assessment	☐	☐	→ ☐	☐	☐	☐	☐

Programs, Services, Curricular Offerings, Interventions	Offered at Your Institution? No	Yes (Then, what degree of contribution to campus retention?)	Major Contribution to retention 5	4	Moderate Contribution to retention 3	2	Little or no Contribution to retention 1
Career Planning and Placement							
33. career exploration workshops or courses	☐	☐ →	☐	☐	☐	☐	☐
34. internships	☐	☐ →	☐	☐	☐	☐	☐
35. cooperative education	☐	☐ →	☐	☐	☐	☐	☐
36. individual career counseling	☐	☐ →	☐	☐	☐	☐	☐
37. computer-assisted career guidance	☐	☐ →	☐	☐	☐	☐	☐
38. job shadowing	☐	☐ →	☐	☐	☐	☐	☐
Learning Assistance/Academic Support							
39. supplemental instruction	☐	☐ →	☐	☐	☐	☐	☐
40. summer bridge program	☐	☐ →	☐	☐	☐	☐	☐
41. remedial/developmental coursework (required)	☐	☐ →	☐	☐	☐	☐	☐
42. remedial/developmental coursework (recommended)	☐	☐ →	☐	☐	☐	☐	☐
43. comprehensive learning assistance center/lab	☐	☐ →	☐	☐	☐	☐	☐
44. mathematics center/lab	☐	☐ →	☐	☐	☐	☐	☐
45. writing center/lab	☐	☐ →	☐	☐	☐	☐	☐
46. reading center/lab	☐	☐ →	☐	☐	☐	☐	☐
47. foreign language center/lab	☐	☐ →	☐	☐	☐	☐	☐
48. tutoring	☐	☐ →	☐	☐	☐	☐	☐
49. study skills course, program, or center	☐	☐ →	☐	☐	☐	☐	☐
50. early warning system	☐	☐ →	☐	☐	☐	☐	☐
51. mid-term progress reports	☐	☐ →	☐	☐	☐	☐	☐
52. performance contracts for students in academic difficulty	☐	☐ →	☐	☐	☐	☐	☐
53. organized student study groups	☐	☐ →	☐	☐	☐	☐	☐
54. service learning program	☐	☐ →	☐	☐	☐	☐	☐
55. ESL program	☐	☐ →	☐	☐	☐	☐	☐
56. online learning support	☐	☐ →	☐	☐	☐	☐	☐
57. library orientation, workshop, and/or course	☐	☐ →	☐	☐	☐	☐	☐
Mentoring							
58. peer mentoring	☐	☐ →	☐	☐	☐	☐	☐
59. faculty mentoring	☐	☐ →	☐	☐	☐	☐	☐
60. staff mentoring	☐	☐ →	☐	☐	☐	☐	☐
61. community member mentoring	☐	☐ →	☐	☐	☐	☐	☐
Faculty Development							
62. instructional (teaching) techniques	☐	☐ →	☐	☐	☐	☐	☐
63. assessing student performance	☐	☐ →	☐	☐	☐	☐	☐
64. faculty use of technology in teaching	☐	☐ →	☐	☐	☐	☐	☐
65. faculty use of technology in communicating with students	☐	☐ →	☐	☐	☐	☐	☐
66. writing across the curriculum	☐	☐ →	☐	☐	☐	☐	☐
67. interdisciplinary courses	☐	☐ →	☐	☐	☐	☐	☐
68. enhanced/modified faculty reward system	☐	☐ →	☐	☐	☐	☐	☐

Programs, Services, Curricular Offerings, Interventions	Offered at Your Institution? No	Yes (Then, what degree of contribution to campus retention?)	Major Contribution to retention 5	4	Moderate Contribution to retention 3	2	Little or no Contribution to retention 1
Financial Aid							
69. pre-enrollment financial aid advising	☐	☐ →	☐	☐	☐	☐	☐
70. workshops in money management	☐	☐ →	☐	☐	☐	☐	☐
71. short-term loans	☐	☐ →	☐	☐	☐	☐	☐
Co-curricular Services/Programs for Specific Student Sub-populations							
72. adult students	☐	☐ →	☐	☐	☐	☐	☐
73. commuter students	☐	☐ →	☐	☐	☐	☐	☐
74. ESL students	☐	☐ →	☐	☐	☐	☐	☐
75. female students	☐	☐ →	☐	☐	☐	☐	☐
76. first-generation students	☐	☐ →	☐	☐	☐	☐	☐
77. gay/lesbian/bisexual/transgender students	☐	☐ →	☐	☐	☐	☐	☐
78. honor students	☐	☐ →	☐	☐	☐	☐	☐
79. international students	☐	☐ →	☐	☐	☐	☐	☐
80. racial/ethnic minority students	☐	☐ →	☐	☐	☐	☐	☐
81. veterans	☐	☐ →	☐	☐	☐	☐	☐
82. other (Specify.) _____ →			☐	☐	☐	☐	☐
Other Activities/Programs							
83. degree guarantee program	☐	☐ →	☐	☐	☐	☐	☐
84. freshman interest groups (FIGS)	☐	☐ →	☐	☐	☐	☐	☐
85. college-sponsored social activities	☐	☐ →	☐	☐	☐	☐	☐
86. diversity information/training	☐	☐ →	☐	☐	☐	☐	☐
87. student leadership development	☐	☐ →	☐	☐	☐	☐	☐
88. time management course/program	☐	☐ →	☐	☐	☐	☐	☐
89. health and wellness course/program	☐	☐ →	☐	☐	☐	☐	☐
90. personal coping skills course/program	☐	☐ →	☐	☐	☐	☐	☐
91. motivation and goal setting workshop/program	☐	☐ →	☐	☐	☐	☐	☐
92. residence hall programs	☐	☐ →	☐	☐	☐	☐	☐
93. fraternities/sororities	☐	☐ →	☐	☐	☐	☐	☐
94. required on-campus housing for freshmen	☐	☐ →	☐	☐	☐	☐	☐
Other Programs, Services, Curricular Offerings, Interventions that contribute to retention at your school (Please specify.)							
95. _____ →			☐	☐	☐	☐	☐
96. _____ →			☐	☐	☐	☐	☐

SECTION V

From the 96 items in Section IV (beginning on page 3), write the **item number and text** for the 1 to 3 items among the 96 that have the **greatest positive impact** on retention at your school.

Item #_____ Text _____

_____

Item #_____ Text _____

_____

Item #_____ Text _____

_____

SECTION VI

We will prepare a report containing the results of this survey. Would you agree to a brief follow-up survey or phone call should we identify your retention program for inclusion?

☐ Yes ☐ No

If yes, please provide the following information.

Name _____

Job Title _____

Mailing Address _____

_____

_____

Phone _____

Email _____

SECTION VII: COMMENTS

If you would like to share information or comments that would enlighten our understanding of retention problems and/or solutions at your school, please write them in the space below.

Thank you!

(Please return your completed survey in the enclosed envelope. If you no longer have the envelope, please mail your completed survey to ACT, Inc.; Survey Research Services 47; PO Box 168; Iowa City, IA 52243.)

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